DOCUMENT RESUME

ED 466 258 JC 020 461

TITLE	Performance Reporting Plan.
INSTITUTION	Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE	2000-01-00
NOTE	7p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Achievement Gains; Articulation (Education); *Basic Skills; *Community Colleges; *Educational Objectives; *English (Second Language); *Job Training; Labor Force Development; Outcomes of Education; Performance; Program Improvement; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS	*Washington Community and Technical Colleges

ABSTRACT

This paper identifies the performance goals for Washington's community and technical colleges for 2000-2001. In the 1999 Budget Act, the State of Washington required that the State Board for Community and Technical Colleges "develop a biennial plan to achieve measurable and specific improvements each academic year as part of a continuing effort to make meaningful and substantial progress to achieve long-term performance goals." These goals include: (1) academic students must be prepared to transfer to baccalaureate institutions based on a minimum required grade point average, with a long-term target of 50,000 students per year; (2) basic skills students should demonstrate substantive skill gain as a result of their adult basic education (ABE) and English as a Second Language (ESL) instruction, with a long-term target of 80% demonstrating substantive skill gain; and (3) students will be prepared for work, with a long-term target of 25,000 per year. The system target goals for 2000-2001 are as follows: an increase of 2,660 transfer-ready students (from 35,290 to 37,950); a Basic Skills and ESL substantive skills gain of 41% (a 4% increase over the current 37%); and a 1,600 increase in the number of students prepared for work (from 14,544 to 16,150). The paper details ways in which colleges will be recognized for meeting performance goals. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 258

Washington Community and Technical Colleges
Performance Reporting Plan

Approved January 2000

Legislative Requirement

In the 1999 Budget Act, the Legislature required that:

> "The State Board for Community and Technical Colleges shall develop a biennial plan to achieve measurable and specific improvements each academic year as part of a continuing effort to make meaningful and substantial progress to achieve the following long-term performance goals:
>
> - **Academic students prepared to transfer** to baccalaureate institutions based on minimum required grade point average. Long-term legislative target: 50,000 students prepared to transfer per year.
> - **Basic skills students who demonstrate substantive skill gain** as a result of their adult basic education (ABE) and English as a Second Language (ESL) instruction. Long-term legislative target: 80% demonstrate substantive skill gain (basic skills rate).
> - **Students prepared for work** as measured by vocational degrees and related certificates awarded, including achievement of industry skill standards. Long-term legislative target: 25,000 prepared for work per year.
>
> The board shall set biennial performance targets for each college or district, where appropriate, and shall review actual achievements annually. Colleges shall track their actual performance on the statewide measures."

Performance Reporting Plan for 1999-2001

Washington's community and technical colleges are committed to continuous improvement of performance related to closing the skills gap, playing a key role in the preparation for bachelor's degrees and helping those in need of literacy and English as a second language skills to gain those skills. The highest priority improvements are closing the skills gap and improving basic skills. Consistent with that commitment, the colleges have established system targets to be achieved by the end of the current biennium. This plan describes those system targets, the process for setting biennial targets for each college or district, and a method of recognizing performance when colleges or districts meet their performance goal.

TC020461

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Seppanen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

System Targets for 2000-01

Workforce Goal: Students prepared for work as measured by vocational degrees and related certificates awarded, including achievement of industry skill standards. Long-term legislative target: 25,000 prepared for work per year. The aim of this goal is to fill the "skills gap."

Definition of prepared for work: Students leaving college vocational preparatory programs (excluding international students) with the following level of training completed:

1) Students who have left college after completion of a vocational degree or certificate, apprentice program (including Exit Code 4) or unique program completion as identified by Exit Code 9.
2) Majors in vocational programs who have left college after completion of 45 vocational college-level credits with a GPA of 2.0.

Data from employer surveys and focus group interviews plus analysis of the state's labor demand data consistently demonstrate a fairly large gap between the number of workers prepared for middle-level jobs and the number needed. For example, firms would hire additional nurses, automotive technicians, web-designers, computer network technicians, paraprofessional teachers, and secretaries if more were trained.

Achieving this goal is especially challenging given the state's current demographic and economic situation. The number of people in the state's population of the age most likely to train for middle-level jobs (25 to 34 years of age) is smaller today than in the past and will remain so for several more years. Colleges must market to students outside the traditional age groups or encourage larger percentage of the traditional age group to enroll. At the same time the healthy economy encourages many to work full-time or more, leaving little or no time for class taking. In response, colleges are reformatting their vocational offerings making them easier for employed students to enroll. Despite these difficulties, the community and technical colleges are committed to meeting the challenge of training more workers at this middle level to meet the state's needs.

Target and Timeline: The system target for improvement by 2000-01 is to increase from 14,544 to 16,150 (1,600 increase) students prepared for work, **an 11 percent increase over the baseline**. If funding is available for the planned rate of increase in future years, the goal will be achieved in 2008-09 and the skills gap will be closed.

To achieve the goal, colleges must help students prepare for work in numbers considerably above the level that would be expected due to population growth alone. This growth goal will be met by:

- New funds for high demand programs in information technology, health fields, and fire science.
- Outreach efforts to the growing population of younger students to help them enter professional/technical training.

- Growth in a wide range of information technology offerings, including industry certifications such as network support (MCSE) and technical support (A+, MOUS).

The Board and its staff use the allocation process related to federal vocational dollars and the allocation of new high wage, high demand program dollars to support increased capacity to enroll students preparing for jobs. Also used is the leverage of such programs as Tech Prep that focuses on increasing the share of high school students selecting workforce education programs as their next step.

Basic Skills Goal: Basic skills students who demonstrate substantive skill gain as a result of their adult basic education (ABE) or English as a Second Language (ESL) instruction. Long-term legislative target: 80% demonstrate substantive skill gain (basic skills rate). Examples of skills gain:

- An ABE student, able to write simple sentences and provide basic information on forms at the start of classes, is now able to demonstrate ability to write in paragraphs as part of short reports or informal memos.
- An ESL student, who at the start has the ability to recognize simple English words, is now able to demonstrate the ability to read and understand English information on everyday topics to meet basic needs.

The system is committed to increasing the percent of basic skills students who make these types of gains.

Definition of substantive skill gain: The basic skills rate describes the extent to which basic skills students gain one competency level in at least one subject area during the year. Basic skills students, English as a Second Language (ESL) or Adult Basic Education (ABE) students, are included in the official enrollment counts. Subject areas include reading, math, writing, and listening within ESL or ABE classes.

Targets and Timeline: The system target for improvement by 2000-01 is to move from the baseline of 37 percent to 41 percent. This increase is similar in magnitude to commitment in the workforce area; **an 11 percent growth**. In 1998-99, for the 44,745 basic skills students, 37 percent made skill gains. The increase to 41 percent means 1,800 additional students demonstrating subject level skill gain, assuming the same number of students enrolled (it is likely to be a larger number). The 80 percent goal is substantial, requiring at least a decade to achieve.

A key approach to achieving improved performance is increasing intensity of instruction. National research and Washington State data show that skill gain requires typically more than 100 hours of participation. In 1998-99, the basic skills program students who made subject level gains had participated an average of 128 hours during the year. But the typical basic skills students enrolled for fewer hours – just 96 hours on average. Increased intensity of instruction will require increased resources for basic skills instruction or more intensive services for a reduced number of individuals.

The Board and its staff use the allocation process related to federal Adult Basic Skills programs to prompt changes at colleges related to increased intensity of services for basic skills students.

Transfer Goal: Academic students prepared to transfer to baccalaureate institutions based on minimum required grade point average. Long-term legislative target: 50,000 students prepared to transfer per year.

Target and Timeline: The system target for improvement by 2000-01 is an increase of 2,660 transfer ready students (from 35,290 to 37,950). This is a **7.5 percent increase from the baseline**, geared to the expected growth of students at four-year institutions. The long-term goal will be achieved by 2006-07.

Definition of prepared to transfer: Earned 45 or more college-level credits with a GPA of 2.0 or higher and coded as a transfer student (Kind of Student code of T) in last quarter of enrollment for the year. This group includes students (about 55 percent of the group) who will continue on at the college for another year or more.

Historically, more than a third of all bachelor's degree recipients complete a year or more of their study at a community or technical college. As the number of high school graduates grows (17 percent growth in the next decade), that role in bachelor's degree attainment can only be maintained if there is an increase in the number of students prepared to transfer. The 2000-01 goal is based on the assumption that colleges will continue and expand strategies to serve transfer students and thus help the increasing population of young people prepare for transfer. In recent years the number of students in the transfer ready group has been fairly flat (around 35,000 to 36,000) due to the "baby bust" generation (low birth rates two decades ago that resulted in a short period with fewer young people in the state population).

Setting District Targets for 2000-01

Given the absence of disincentives created by potential loss of funds, districts are free to establish challenging targets. These targets represent the district's contribution to the system targets. These three targets can assist a college in determining the extent to which they are achieving their transfer, workforce, and basic skills missions. Each target focuses on a high priority need of the state and may also coincide with local community needs for more trained workers, and an increased opportunity to prepare for transfer and skill gains for those with the lowest levels of literacy skills. District may set targets that represent a **differential emphasis related to the three mission related goals** consistent with their institutional effectiveness plans (or other college priorities). The System Task Force, along with SBCTC staff, will review the district plans and provide feedback and requests for resubmission as needed.

The district plans are due on the following schedule:

Initial Plan – Due January 21, 2000. Districts will state their 2000-01 targets, describe the current or planned strategies for each goal area and the reasons for differential emphasis, if any. The various strategies will be summarized and shared so districts can learn from each other before the final submission. Upon review by the System Task Force, districts may be asked to increase or decrease targets to assure equitable and challenging targets are set.

Final Plan – Due March 31, 2000 to include:

- Description of the re .tionship of the goals to overall institutional effectiveness efforts of the district.
- Explanation of differential emphasis on the goals, if applicable.
- Description of all relevant strategies to be used throughout the biennium to achieve the targets.
- A single **numeric target** for each mission goal area that represents the **high level of attainment on the measure expected for 2000-01**.

Revised Final Plan (if after review by the System Task Force it is determined that the district needs to set higher targets) – Due mid-May – same content as earlier plan.

The System Task Force will recommend district targets to the Board for approval at the June meeting. The Task Force will consider the economic, social and demographic circumstances of districts in making their judgements. In all cases, districts are expected to set challenging targets, given their circumstances. For college districts serving growing population areas, targets must assure at least the same percentage of the system in the future as presently. For college districts serving communities with stable populations, or other local conditions that keep student enrollment from growing, targets must assure a high level of effectiveness in serving those students.

Should performance reporting continue in the future, the System Task Force would review and recommend system targets for future biennium and districts would be asked to submit new plans every two years starting in fall 2001.

Recognition of High Performance

The chief incentive for improved performance is the commitment of the community and technical colleges to improving outcomes in these three basic mission areas (two for technical colleges). The following are established to recognize districts that meet their high performance targets:

- Meeting in late fall 2001 to share best practices as identified through peer review. This gathering is designed to provide recognition to the faculty and staff working directly with students who have designed and implemented the best practices.
- Recognition through award of Certificates for High Performance through a presentation from the State Board to local boards of trustees .
- Authorization to use "High Performance" logo for the 2001-03 biennium.

The **standards for "high performance"** are:

- Achieving by the end of this biennium at least one high performance target. Community colleges can receive recognition for up to three achievements and technical colleges up to two. Districts are not required to achieve their targets in all areas to be recognized.
- The targets that are reviewed by the System Task Force and forwarded to the State Board will all be "High Performance" targets, though the level of increase will vary by district, based on different demographic and economic circumstances.

Resolution passed by the State Board

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 00-01-01

A resolution relating to the 1999-2001 performance reporting targets for the community and technical colleges of Washington State.

WHEREAS, the Legislature has established performance goals for the state community and technical college system; and

WHEREAS, the System Task Force for Performance Reporting has developed system targets, a process for establishing district targets, and a system of recognition for meeting high performance targets that has been reviewed by the relevant Commissions and Council and approved by WACTC,

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the Performance Reporting Plan for 1999-2001 as outlined in Tab 9.

APPROVED AND ADOPTED this 19th day of January 2000.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").